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Journal of EDUCATION

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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Editorial

Horace Mann in Hall of Fame

THE Horace Mann bust in the Hall of Fame, New York City, which was unveiled recently, represents an appreciation by boys and girls which should be magnified in American education.

Horace Mann's prominence in American education was appropriately and promptly recognized at the creation of the Hall of Fame by his election among the first famous Americans selected.

Once in five years, when new names are elected, there is the unveiling of busts of those previously elected, which lends high significance to the Hall of Fame.

The cost of such a bust is three thousand dollars. As the time approached for such a possible unveiling in 1930, Principals Charles C. Tillinghast of the Horace Mann School for Boys, and Rollo G. Reynolds of the Horace Mann School for Girls, of Teachers College, Columbia University, proposed that boys and girls being educated in schools honored with the name of the greatest educator in America should be identified with the presentation of the bust which was to be unveiled. These boys and girls and their parents raised one-half of the amount necessary, and the Horace Mann League associated with the National Education Association at its meeting at Atlantic City in February voted to provide the other fifteen hundred dollars and to share the honor of unveiling the bust of Horace Mann in June.

This was really the beginning of the celebration planned for 1937, which will be the one-hundreth anniversary of Horace Mann's acceptance of the secretaryship of the Massachusetts State Board of Education.

Oldham and Nixon

STANLEY R. OLDHAM, executive secretary of the Massachusetts State Association through its prosperous years, has resigned to devote his entire time to Boy Club work. He has specialized in summer camps with boys, and he has been so successful that he finds it every way best that he specialize in this activity.

We recently had an editorial on the character and efficiency of the executive secretaries of state associations. Mr. Oldham is a notable illustration

of what the secretaryship does for a secretary. Mr. Oldham is the most creative teacher of youth, from fourteen to sixteen, in a Sunday School that we have known.

Mr. Oldham has had a remarkable influence upon high school youths, and he is to be succeeded by Hugh Nixon, of Malden, whose high school principalship in that city helped to make the entire school system and F. G. Marshall's superintendency famous in many ways.

Mr. Nixon has the business sense, professional devotion, skill in leadership, and acquaintance with the situation that fit him to succeed Mr. Oldham in every way.

Appreciation of Rosier

THE election of Joseph Rosier, president of the Teachers College of Fairmont, West Virginia, to the executive committee of the National Education Association while he is a dominant member of the Budget committee, was eminently wise. There has been no more wise and devoted business man in the National Education Association than Joseph Rosier, as everyone who has any opportunity to observe his business sagacity and independent judgment knows.

Three Brilliant Women

WE CAN recall no meeting of educators with women on the program to match in brilliancy, sanity, and personality Mrs. Ruth Bryan Owen, Judge Florence E. Allen, and Florence M. Hale, who were on the program at the Columbus meeting.

We have asked several people to name three men at the Columbus meeting who rivaled those women, and no one has been willing to line up three men who made as great a platform contribution to the importance of the Columbus meeting as these women made.

The Congresswoman owes much to inheritance and public opportunity, the judge owes much to legal training and public responsibility, and the rural school supervisor has achieved high platform art through persistent practice in saying wise things in a wise way cleverly.

A Seven-Million City

NEW YORK CITY has 6,958,792 population. An increase of 1,338,744, or 24 per cent. There are supposed to be 1,835,000 Jews, and 800,000 Italians. Manhattan lost 18 per cent.; Queens gained 130 per cent.; Bronx gained 73 per cent; Brooklyn gained 28 per cent.

This means vast millions for new school buildings. It also means many more teachers.

The gain in population in New York in ten years is more than the entire population of Connecticut, Nebraska, Colorado, Maine, Washington, Oregon, Montana, and is almost equal to the population of New Hampshire, Vermont, and Rhode Island, using the census of 1920.

Characterization of Research

THE director of the American Council of Education renders an important service in this paragraph of his annual report:—

"Research is one of those loosely used words that cover a multitude of sins. From the searchers with their busy work to the researchers with their fundamental scientific investigations stretches an unbroken line of enthusiasts all of whom classify their performances under the rubric 'research.' It's a humorous example of what Dean Russell the elder might call 'voluntary standardization.'"

James Chalmers Retires

THE age limit retires James Chalmers as principal of the Massachusetts State Normal School at Framingham after an unprecedented trail of professional service.

In his fifty-two years of active service in education, beginning in Michigan at the age of eighteen, he has had important professional responsibilities in Illinois, Ohio, Wisconsin, South Dakota and Massachusetts.

Dr. Chalmers has been principal or president of several colleges, and has been on the summer faculty of several other important colleges and universities. Massachusetts has claimed his service more extensively than has any other state. He came to Fitchburg as pastor of a prominent Congregational Church twenty years ago, and was at once elected to the school board of the city, where his efficiency attracted public attention, which resulted in his appointment on the State Board of Education, where his leadership in education was responsible for his election to the principalship of the Framingham State Normal School.

Dr. Chalmers is one of the most acceptable speakers on education because he always has a real message which he delivers in an attractive way.

Since it has been known that he must retire from the principalship at Framingham because of the "age limit" life has been one continuous round of appreciations and glorifications closing with the presentation by the alumni association of the school of a painting of the retiring principal.

Dr. Chalmers has never been in better physical and professional condition than now, and his voice and pen will be of service in education for several fruitful years.

Belding's Page

VASSAR'S TUITION BOOST

VASSAR COLLEGE has had the courage to increase its tuition fee for resident students from $1,000 to $1,200 a year, in order that the students may come nearer to paying the actual costs of education.

In making this change Vassar authorities announce that it is in line with a growing tendency among colleges.

A natural accompaniment of such an advance in tuition is the provision of scholarships or tuition abatements for deserving students who cannot afford the increase.

Most of the colleges have been too slow to recognize that the founders and benefactors of their institutions never intended to furnish instruction at a fraction of its cost, to the sons and daughters of the wealthy.

The scale of living adopted by a student should have some bearing upon the tuition charged. Parents who have money to burn should be allowed to put a larger share of it into the hands of college bursars, to help keep the torch of learning alight.

EDUCATION'S DIVIDENDS

RELUCTANTLY or otherwise the rest of the world acknowledges the remarkable economic efficiency of the American people. The old contention that this country's prosperity was mainly due to its untapped resources and general newness has been abandoned by many foreign observers and theorists. At least, they admit that America has something to teach the world about production of manufactured goods, by means of machinery and organization.

What is the secret of America's economic progress?

One man says "The tariff." Another man says "High wages and mass buying." Another says "Cheap production."

Why not say "Education"?

Were it not for education, liberally supplied to nearly all inhabitants, where would the managerial skill come from—the vast amount of trained knowledge required to run our industries profitably? Where, also, would the great army of intelligent and enlightened workers be recruited?

Public instruction can always be criticised for its shortcomings. But what else could be substituted that would be so rewarding an investment, merely from a business standpoint?

Education creates demands and provides wider markets. The educated person is not content to live in subjection and degradation. It wasn't Henry Ford who started the movement for higher wages in the United States. It was not even organized labor, with its desire for a living wage that should permit families to have more than their daily bread. The thing that lay behind the movement for higher wages and higher standards of living was—education.

Only the most narrow-minded of business men would condemn education for having raised wage levels. Wise men of affairs know that higher wages have played an important part in maintaining that distribution of commodities which is the life of business. The only high wages an employer any longer objects to, are the wages in his own concern. He accepts the theory of high wages in general.

Education is the mainspring of American business activity. Education has enabled the working day to be shortened. Education has enabled the individual unit to yield a larger output than at any other period or in any other country.

The value of America's educational investment cannot seriously be challenged.

FURNACES AND FANS

SYSTEMS of heating and ventilation have undergone great changes since the old days of wood stoves and unlined, leaky walls. The schools have passed through a period of experimentation. During that period many a school has been built with supposedly modern heating and ventilation arrangements that simply did not work.

The health of pupils and teachers alike requires that attention be given by superintendents and boards of education to this factor of fresh air and warmth in proper amounts throughout the cool weather. If remodeling of equipment could conveniently be done in the winter, when protests are loudest over bad conditions, many buildings would be improved which are now left unaltered because in summer nobody seems to remember those atmospheric discomforts.

Nothing can make a class so stupid as the lack of fresh air. And nothing can so prove the stupidity of school authorities as their failure to provide for an abundant circulation of air, at right temperature, in the time of year when windows are an unsafe reliance and artificial heat must be provided.

Don't let your pupils pay, in impaired health and retarded minds, next winter, for your neglect, this summer, to repair or remodel the respiratory systems of your schools.

Auson W. Belding

Associate Editor.

More Convention Messages

Platform Echoes from the Meeting of the N. E. A. at Columbus

Parents Are Studying Child

By MRS. B. F. LANGWORTHY

National Congress of Parents and Teachers, Winnetka, Illinois

TWENTY-FIVE years ago parents were considered very advanced if they made an effort to learn the effect of different foods on the body of the infant or inquired into the difference between falsehood and fancy, but now all intelligent parents, or even those who wish to be so regarded by their neighbors, are studying the psychology of the young child, know what the I. Q. means and are learning to look at their children impersonally as well as impartially.

The Parent-Teacher Association is the one extra classroom organization in which all the parents of all the children can meet with their common problems and common ignorances where there is no caste system of money, fashion, or education, to study together the influences and needs of their common children. Many organizations recognize constructively the necessity of parent education and devote their whole energy to it, but no other reaches all of the people as widely as this one.

Ethics of Arithmetic

By BELLE TORREY SCOTT

Principal, Fulton School, Columbus

THAT the subject of arithmetic is an essential and integral part of the curriculum of the modern school needs no apology for its claim.

The three R's have long since become taboo, as such, but those who are willing to give serious and unbiased judgment in the matter must concede that much sound psychology lay at the foundation of the early teaching.

We are living in an age of rapid changes, we see it on every hand. The technicalities of society are changing, but the fundamental principles upon which society is constructed are not changing.

It is to meet this ever changing condition that the school must direct itself, being ever mindful of the fact that a deliberate and consistent adaptation is far preferable to a sudden revolution.

Difficulties in the teaching of arithmetic have arisen because we as teachers have violated every principle of psychology in that we have not considered the child with his interests and experiences but have thrust upon him our notions, thus failing to teach him the right thing at the right time and in the right way and along the lines of his experiences.

While we must observe these basic principles, if we consider only his present skills, desires, strength and weaknesses we fail to attain the objective toward which we are working. Tomorrow is still ahead of him, and for this he must be prepared—that he may interpret the environment in which he finds himself to the end that he may live his best self.

The ethical lessons to be learned through the study of arithmetic are valuable and desirable—truth, accuracy, honesty, concentration are the very warp and woof of an intelligent existence. These qualities through a working knowledge of numbers are stressed, and, by patient observance, become fixed habits.

Rural Activity Program

By JENNIE M. HAVER

Helping Teacher, Hunterdon County, New Jersey

ONE of our chief desires in fostering an activity program in rural schools is that each teacher and each child should be offered ample opportunity to express creatively the ideas which come to him during his work. President Hoover has recently referred to the delight one feels in creating anything as perhaps our greatest happiness.

The impulse to create is strong from early childhood. To ignore this instinct through the school period of a child is wrong; to ignore it in the members of our teaching force is a crime against their professional growth.

The problem of supervisors is to discover the means whereby this instinct may find its greatest expression in progressive teaching. All teachers, as well as all children, are not equally able to think and act creatively, but the aim is to develop every bit of the power which each one possesses, according to individual differences. The ability to create may manifest itself for some through work with the hands; for others through intellectual achievement; for still others through social organization.

Creative activity in the school makes work a joy to both teacher and pupil. Each is giving expression to the best that is in him. When we as rural supervisors give adequate attention to promoting creative work in our activity programs we shall be amazed not only in the improvement of the regular classroom instruction but also in the development of those intangible spiritual values which constitute the durable satisfaction in our teaching profession. Creative work should be the natural expression of a full, rich experience in the stimulating atmosphere of a modern rural school.

Looking Forward

By AUGUSTUS O. THOMAS
President, World Federation of Education Associations, Augusta, Maine

A WORLD civilization is being built up with startling rapidity. Commerce, travel, communications, the press, religious and educational co-operation, treaties and agreements and world-wide charities must lead through imitation to a civilization of universal character. The world is face to face with either co-operation or catastrophe. Intellectual disarmament must precede the physical.

A policy of isolation for a great country like ours is a dangerous policy. Today no nation can live unto itself alone. The material prosperity of the several countries is of great concern to us. With our development of mass production, the perfection of machinery and our high efficiency make it necessary that the markets of the world be open to us. The future will demand such international co-operation, rather than rivalry, as will raise the standard of living of all people. This will require a more uniform level of wages and buying power. If the people of all countries could be raised in productive capacity and purchasing power more nearly to our own level, there would be less unemployment. Markets would expand. Capital would be more constantly employed. National distrust, racial animosity and religious bigotry and intolerance would grow less, finally disappear, and a reign of justice would be ushered in.

Training for Office Work

By MRS. MARGARET H. ELY
Carnegie Institute of Technology, Pittsburgh

RECENT surveys have shown that a comparatively small per cent. (usually between 10 per cent. and 15 per cent.) of high school commercial pupils actually use stenography after they are employed. A slightly smaller per cent. are employed as bookkeepers. This leaves a large number of high school commercial pupils who go into general clerical positions or into retail selling.

A practical office training department must offer a course which will serve to integrate the various knowledges and skills which these pupils have acquired during their school training; a course which will add to these knowledges and skills those traits and attitudes so essential to successful employment in the business world.

In order to organize such a course we must consider the duties which our pupils will probably be required to perform. Several analyses of clerical and stenographic work have been made, and an examination indicates that many of the duties are common to both types of work; that a course can be devised in which the problems and equipment will serve a group of pupils taking the stenographic course and also a group of pupils taking the general business course. The adaptation is made by dropping only one of the twenty jobs (that of office secretary) set up to teach the duties and traits which will be required of these pupils in office positions.

The plan is to have each pupil working on a different task, such as planning itineraries, operating a dictating machine or bookkeeping machine, etc. After a specified number of hours of work on that job there is a general shift, each pupil undertaking a new operation and continuing it for the same number of hours. A course organized in this way offers a splendid opportunity for the development of such traits as initiative, carry-through, dependability, etc. The variety of the work challenges the interest and attention of pupils preparing for office work, and facilitates the development of these qualities.

Early Ear-Testing

By RUSSEL G. MEANS
Ohio State University, Columbus

HEARING tests in the Columbus schools begin with the third grade pupils and go through the ninth grade. Over 5.3 per cent. of these children show enough defect in hearing to handicap them in their school work.

It is difficult to arrange tests for children of a younger age, but teachers and parents should be very alert to recognize early deafness and, if found, a competent specialist should be consulted. Treatment should be followed until the hearing is restored. The important part of recognizing deafness is to realize the underlying causes and attack these diseases early, or more important still, is to prevent them if possible. Certain infections that constitute a menace to good hearing should be recognized. They are: Frequent colds, sore throat or tonsilitis, a chronic discharging nose, or sinusitis commonly called "sniffles." The acute eruptive fevers or contagious diseases as measles, scarlet fever, occasionally chicken pox, and frequently diphtheria often seriously affect ears. Diphtheria can be eliminated by immunization with toxin antitoxin, and I want specially to make the plea to use scarlet fever anti-toxin in every case of the disease, as even a light case may do great damage to the ears. Twelve per cent. of all deafness can be traced to scarlet fever as a cause. No child should be needlessly exposed to any of these communicable diseases.

It has been stated that 50 per cent. of all adults suffer with more or less deafness, and that 60 to 80 per cent. of this great economic handicap could have been avoided by early preventive measures, or by early recognition and subsequent treatment.

The Visiting Teacher

By MRS. ELIZABETH LINGENFELTER
High School Visiting Teacher, Kansas City, Missouri

VISITING teachers are now accepted quite definitely as a part of our general school system. Progressive teachers are more and more alive to individual differences in their pupils and consequently are more interested in their social background. The visiting teacher makes the mental hygiene approach to problems of children not submitting to group control. Her work is designed to aid the classroom teacher with the personality, behavior and scholarship difficulties of school children.

The mechanics through which the teacher and visiting teacher must come together vary with the organization plan in each school system. There is, however, a particular type of social interaction necessary between them if they are to be successful in their working relation. The records of visiting teachers are beginning to show periods of several years close co-operation between the visiting teacher and successive teachers of problem children.

Types of cases referred to the visiting teacher include the following: Failures; students with marked ability not working up to capacity; students noticeably timid; those over dependent or over assertive; sullen or brooding children; those who show signs of delinquency such as stealing, lying or other anti-social behavior; and those children coming from homes in which there appears to be economic pressure, neglect or conflict.

Through visits to the home, from interviews with the pupils themselves, and from clinic studies, the visiting teacher can present the classroom teacher a picture of the living conditions and emotional influences affecting them. Together they work out plans, the teacher carrying out those pertaining to the school and the visiting teacher those outside. It is a shared responsibility.

With such a plan for co-operation it is possible to interpret the school to the home, the home to the school, and, best of all, the pupil to himself.

Reading as Primary Objective

By CHARLES E. YOUNG
University of Wisconsin Extension Division, Milwaukee

THE primary cause of the lack of complete agreement in which modern language teachers find themselves is due to misunderstanding. There are inferences that unless a teacher is using the "direct method," he is spending his time on instruction in grammar and translation. A third method emphasizes neither oral practice nor translation.

Another cause of present chaotic situation is the traditional unwillingness to change viewpoint, and failure to consider that the present standard course in modern foreign language is not three or four years, but two. Some do not realize that problems of teaching are not necessarily the same at all levels. It does not follow that because some of the experimentation in a new method has been carried on at college levels experimenters are ready to say that this is the ideal method for all levels.

Let us also recognize the fact that not all teachers are equally well-fitted to give instruction by the same method. We must, however, take teachers as we find them and as they are accepted by our schools. If a method can be found better suited to their training, it is safe to assume that better results will be obtained.

If existing methods had accomplished all that they claim to, it is fair to assume that there would not be so much criticism of results produced. The fact that this criticism exists, justifies the attempt to find another method. We must find an objective and method which will not assume that all members of a beginning class are going to be specialists. We must carry on further experimentation at all levels of instruction before we become dogmatic in acceptance or rejection of the reading objective and methods.

Church and Character

By BISHOP WILLIAM F. McDOWELL
Methodist Episcopal Church, Washington, D. C.

A CAREFUL student once said Jesus left the three contributions to the world—a teaching, a people, and a power. The teaching of the church is already related to and involved in other teachings which are constantly at work upon personal character. But the teaching of the church has more emphatically to do with personal character than with anything else except the Kingdom of God which is related to personal character.

Character cannot be defined except in terms of a person. It is not just the sum of a lot of abstract qualities. And the church in all this mighty endeavor at creating manhood and womanhood finds its strongest force in the personal character of Jesus Christ. It is doubtful whether it makes enough of Him in its dealing with its youth. Youth responds to Him. Youth votes for Him. Youth may be flippant about everything else, but it is almost unanimously serious about Jesus Christ. It does not care greatly for abstractions nor very much for traditions. It takes a bit of pride in flouting conventions. But when brought face to face with this Supreme Person, its attitude changes, and it has no flippancy toward Him. And in the building of character the church must make the most of its best facts and especially of the best fact of all which is the fact of Christ.

Into a secularist and mechanist age the spirit of the Living God projects for the sake of creating men and women according to the Divine Pattern.

Convention Personalities

(Continued from Last Week)

UEL W. LAMKIN in an after-dinner talk at the Administrative Women's luncheon was genuinely artistic. His talk sparkled with allusions to his boyhood and youth, to his mother at home and church, to the modernizing of his thought and life. There was nothing that did not fit into the occasion as vitally as every stone must fit in an arch.

AUGUSTUS O. THOMAS, Augusta, Maine, creator, promoter, and only president of the World Federation of Education Associations, received a recognition ovation whenever and wherever he appeared on any program.

He is the one active member of the N. E. A. who has demonstrated a world vision for education in civilization.

J. H. KELLEY, executive secretary of the Pennsylvania State Association, was elected to the Budget Committee, which is a deserved recognition. He secured forty life members this year, breaking all records, and he put his state in third place in the number of life members. He is intensely businesslike and highly professional.

GEORGE D. STRAYER, Teachers College, Columbia University, who has been responsible for much of the high efficiency of the decade that began with his presidency in 1919, sounded one of the sanely progressive notes of the Columbus meeting.

GEORGE W. WANNAMAKER, of South Carolina, has been one of the efficient leaders of the last three delegate meetings of the Association. He is a skillful technician and an untiring worker.

W. C. BAGLEY, Teachers College, Columbia University, has issued more heroic challenges since the famous meeting of the Department of Superintendence at Philadelphia than has any other member of the Association. His thinking is clear and courageous, and his statement of his convictions is forcefully brilliant.

WALTER BARNES, New York University, champions the progressive spirit of achieving better English of everybody. It was a masterstroke for Dean John W. Withers to bring Dr. Barnes from West Virginia to the world education metropolis. His message was one of the outstanding addresses of the meeting.

PAUL DENGLER, director, Austria-American Institute of Education, Vienna, Austria, was one of the most interesting features of the Columbus meeting. He not only has a great mission, but brings to America a noble message, and he has a fascinating personality in the presentation.

It is clear that the achievement of world unity must come from personal national friendship of nations, and it is beginning to look as though this friendship between any foreign countries can be most easily attained with America as the focal point of faith and friendship of foreign countries. "Jimmie Yen" in 1928 and Paul Dengler in 1930 have high significance.

CLARE SOPER, international secretary, New Education Fellowship, London, England, was eminently successful on every occasion. She always had an important message, always made a clear statement in good English and stopped skillfully.

Miss Soper won the admiration of the academically elite by her artistic appeal to teachers to magnify New Education Fellowship among all nations by demonstrating affectionate fellowship of all English-speaking peoples as an approach to ennobling civilization through peace and prosperity.

WALTER R. SIDERS, chairman of the Board of Trustees, is largely responsible for the detail efficiency of the building program of the present year. His financial reports are masterpieces of expert accounting. He is also the working factor of the World Federation of Education Associations.

Resolutions

In conformity with its platform of ideals and purposes the Representative Assembly of the National Education Association, assembled in its sixty-eighth annual convention at Columbus, Ohio, adopts the following resolutions:—

Appreciation of public support.—The National Education Association appreciates the fine attitude of the public toward the schools; the confidence of citizens generally in the leadership of the teaching profession; and the readiness of the people to provide for the continued improvement of educational opportunities for the nation's children. The Association commends the co-operation of newspapers, magazines, press associations, radio, and civic organizations in the interpretation of education.

Equal educational opportunity.—The National Education Association believes in equal opportunity for every child, regardless of residence, capacity or handicap, and that free education through elementary and high school should be within the reach of every boy and girl.

Rural education.—The National Education Association, in view of the serious educational emergency that exists in rural areas, urges that the Congress of the United States provide financial aid to the states with which to meet this situation.

Financing the schools.—The Association believes that the adequate financing of the schools is a first duty of locality, state, and nation and that tax systems where necessary should be revised to meet this responsibility.

American Education Week.—The National Education Association urges the continued observance of American Education Week.

Free public libraries.—The National Education Association believes that free public library service should be as general as free school service, and urges adequate legislation and appropriations for the extension of library opportunities.

Kindergartens.—The National Education Association believes that the kindergarten is a far-reaching influence for good in the development of the child, and favors the extension of kindergarten opportunities to all children.

Hard-of-hearing children.—The National Education Association believes that hard-of-hearing children should receive the special care that their condition requires, including medical treatment and instruction in lip reading.

Athletics.—The National Education Association believes that every child is entitled to an all-round physical education. It deplores any commercialization of school and college athletics.

The Eighteenth Amendment.—The National Education Association reaffirms its stand in favor of the Eighteenth Amendment and of the laws enacted thereunder. It urges their vigorous and impartial enforcement and pledges its support to an active educational campaign in the schools in behalf of habits of living for which the Eighteenth Amendment stands.

Habit-forming drugs.—The National Education Association urges all teachers to emphasize the evil effects of alcoholic drinks, tobacco, and other narcotics upon the human organism. The Association condemns the fraudulent advertising of certain manufacturers in their efforts to foster cigarette smoking. It commends for use in the schools selected periodicals which do not carry tobacco advertising.

Child labor.—The National Education Association believes that commercialized child labor is economically unsound, unjust to the child, and injurious to the state. It favors an amendment to the federal constitution which will permit the enactment of a national child labor law.

Removal of illiteracy.—The National Education Association urges that the campaign for the removal of illiteracy be continued until every adult possesses a knowledge of reading and writing equal to that required of a sixth-grade pupil.

Qualifications for American Citizenship. — The National Education Association urges that the ability to read and write English understandingly, and a general knowledge of the history and principles of United States government be made a qualification for citizenship. It urges that Congress pass legislation requiring proof of this ability by means of a test to be devised by the Commissioner of Education and administered under rules adopted by the Bureau of Naturalization; and that a certificate be issued to any applicant who satisfactorily completes the examination or in lieu thereof produces evidence of having completed a school course covering a period of eight years in the United States and evidence of a willingness to support and defend the Constitution of the United States and to support and defend the nation at need.

Enrichment of human life.—The National Education Association commends the work of the National Commission on the Enrichment of Adult Life. It urges all schools to consider the contribution they can make to the enrichment of life and the wise use of leisure.

Broadcasting channels.—The National Education Association believes that legislation should be enacted which will safeguard for the uses of education and government a reasonable share of the radio broadcasting channels of the United States.

Obscene literature, pictures and tokens.—The National Education Association recommends that the Congress of the United States enact legislation prohibiting the transportation in interstate commerce of all such literature, pictures and tokens as are now denied the privilege of the United States mails.

George Washington Bicentennial. — The National Education Association endorses the proposed nation-wide observance of the two-hundredth anniversary of the birth of George Washington to be held during 1932, and urges all teachers to co-operate with the George Washington Bicentennial Commission created by Congress.

Horace Mann Centennial.—The National Education Association urges that all schools begin now to make preparation for celebrations of the Horace Mann Centennial in 1937. The Association recommends that state and national organizations build their programs in 1937 around the theme, "The Educational Achievements of the Century." It recommends that in the naming of schools consideration be given the pioneer advocate of the common schools—Horace Mann.

Higher standards for teachers.—The National Education Association recommends that requirements for beginning teachers be immediately increased in all states. Trained teachers are now available in sufficient numbers to offer an unusual opportunity to reach the goal of four years' training beyond the four-year high school, the minimum standard recommended by the Association for all teachers.

Survey of teacher training.—The National Education Association urges Congress to appropriate funds for a nation-wide survey of teacher training to be made under the direction of the United States Office of Education.

Teacher tenure and retirement.—The National Education Association believes that teachers should hold their positions during good behavior and competent service. It urges the passage of tenure and retirement laws in each

state based on the principle of justice both to teachers and pupils. Such laws would tend to protect teachers from injustice, to place teachers on a professional basis, to gurantee competent teachers the benefits of retirement laws, and to secure to teachers reasonable personal and academic freedom; but would not prevent the discharge of teachers for incompetency, immorality, or unprofessional conduct.

Teacher participation.—The National Education Association approves the growing practice of school authorities in making provision for organizations of classroom teachers, officially recognized, through which the special knowledge of this group can be utilized for the improvement of the schools.

National Congress of Parents and Teachers. — The National Education Association commends the National Congress of Parents and Teachers for the many helpful services already rendered, and assures that organization of its sympathetic co-operation in all efforts to promote a closer relationship between the home and the school.

International understanding. — The National Education Association commends the activities of the World Federation of Education Associations, and heartily endorses its program for world understanding as outlined in the Biennial Conference at Geneva in 1929. The Association recommends that the Pact of Paris be taught in the schools, and urges the universal observance of international Goodwill Day on May 18, the anniversary of the opening of the Hague Tribunal.

The London Naval Treaties.—The National Education Association urges the immediate ratification by the United States Senate of the London Naval Treaties.

Education and the federal government.—The National Education Association re-affirms its belief that the control and direction of education must be maintained as an independent function of each state. It further believes that public education is a matter of such vital national importance that it is entitled to the scientific leadership and fact finding which have been provided by the government in the fields of agriculture, commerce and labor. The Association therefore urges the establishment of a department of education with a secretary in the President's cabinet, and the efficient integration of the educational activities of the Federal Government in this department.

White House Committees.—The National Education Association appreciates the action of President Herbert Hoover and of Secretary Ray Lyman Wilbur in the appointment of the advisory committee on the relation of the Federal Government to education; the Committee on the Removal of Illiteracy; and the White House Conference on Child Health and Protection. The Association pledges to these committees its hearty co-operation in their efforts to solve the problems submitted to them.

To Columbus. — The National Education Association acknowledges the many courtesies and charming hospitality so generously extended by the citizens of Ohio in their beautiful capital. It wishes to thank the good people of the Buckeye state for their cordial invitation for America to discover Columbus.

The Association appreciates the co-operation of city and state officials, civic organizations, educational workers, teachers and children. It wishes to thank the press and radio services of the city for their helpful co-operation and support, and to extend its appreciation to all others who have contributed to the success of the sixty-eighth annual convention of the National Education Association.

The Teacher Muses

By R. J. GALE

Year after year they come to me,
These children, with questioning looks,
Year after year they leave me,
As they leave their outgrown books;
And I wonder sometimes if I've taught them
Just some of the worthwhile things,
Just some of the things they'll need in life,
Be they peasants, or poets, or kings.

Of course, they've learned civics and history,
And how to divide and add,
But have they learned that these are not all
That make life sad or glad?
Have I taught them the value of smiling
When things are at their worst?
Have I taught them there's nothing that helps like a song
When the heart seems ready to burst?

Have I taught them the joy of clean living?
That Honor is better than Fame?
That good friends are the greatest of treasures?
Wealth, less than an untarnished name?
Have I taught them respect to the aged?
Protection to those that are weak?
That silence always is golden
When gossip bids them speak?

Have I taught them that Fear is a coward
Who is beaten when they say, "I can"?
That Courtesy ranks with Courage
In the heart of the real gentleman?
Have I taught them these things and the others
That will help make them brave, kind, and true?
If I have, then, I care not if they tell me
That Irkutsk is a town in Peru!

—Royal Arcanum.

Personal and Professional

COLONEL LEONARD P. AYRES, vice-president, Cleveland Trust Company, is one of the leading financial advisers in the famous Railroad adventures of the O. P. and M. J. Sweringen combination, which has secured 22,833 miles of railroads north, south and east, and west to Salt Lake City.

Those who have followed the career of Colonel Ayres as education specialist, as director of the Russell Sage Foundation, as high man in government scientific activities in the World War, as banker and financial expert, will rejoice in this latest promotion in the creation of the greatest railway merging ever known in American history.

ROBERT C. MOORE, secretary of the Illinois State Teachers Association, is one of the most virile educational organization leaders in the country. He has had more important problems in education to solve than has any other organization official. He has met every issue promptly and heroically and has been supremely wise.

ARTHUR J. KLEIN, for five years chief of the Division of Colleges and Professional Education in the United States Office of Education, has resigned to accept a position as professor of higher education in the Department of School Administration, College of Education, Ohio State University.

Dr. Klein will continue the work begun in the Office of Education on the Survey of Land Grant Colleges until that study is completed. He will also assist in the surveys of higher education in Arkansas and Oregon. Dr. Klein has been a vital factor in the promotion of the United States Office of Education, and the opportunity which Ohio University offers is in recognition of his service with Commissioners Tigert and Cooper.

ANSEIMO GARCIA, Long Beach, California, who aspires to be a Luther Burbank successor, has created a perennial pansy with the heart of a violet and the odor of violets. This is a decided success. There is other cross fertilization seeking a seedless cucumber. There are also attempts to graft the dahlia on iris.

DR. J. E. W. WALLIN joins the faculty of the new Atlantic University, at Virginia Beach, Virginia, in September. The Atlantic University is founded by philanthropists who plan exceptional opportunity for students of psychology who wish to use their knowledge for the betterment of civilization, and no one is better prepared for the development of such a department than is Dr. Wallin, who has devoted much of his professional life to the founding and development of laboratories, clinics, and departments. He organized the laboratory of clinical psychology in the New Jersey village for epileptics, the psycho-educational clinic in the University of Pittsburgh, the psycho-educational clinic and the department of special classes in St. Louis, the bureau of special education and psycho-educational clinic of Miami University, and, more recently, the division of special education and the psycho-educational clinic in the Baltimore public schools.

DON C. BLISS, long president of New Jersey State Teachers College, Trenton, will retire, and after a tour around the world will probably enjoy his Vermont home, which has been his restful retreat for many years. Mr. Bliss has made the Trenton Teachers College one of the best in the country. It has been literally true that every one who has had a teacher's certificate granted in recent years has been a professional success.

In the first place no certificate has been granted until success has been demonstrated by two years' teaching in a responsible position where some member of the faculty has observed the graduate's work.

As superintendent of Brockton, Massachusetts, his success was recognized by his election at Elmira, N.Y., at a critical time in the city's experience, and Mr. Bliss met the emergency so satisfactorily that he was nationally recognized.

DR. HENRY P. EMERSON, superintendent of Buffalo, 1893 to 1918, recently died at his home in Middleton, Massachusetts. Dr. Emerson was born in Lynnfield, Massachusetts, adjoining Middleton, where he died at the age of eighty-four.

Dr. Emerson's superintendency in Buffalo, twenty-five years, was in the "stress and strain" years of education in New York State and in the nation, and he was honored by the state and nation professionally and personally.

Upon his retirement as superintendent of Buffalo, twelve years ago, he made his home in Middleton on a beautiful estate, and enjoyed his leisure life greatly.

Our acquaintance, which began before he was superintendent of schools, was continued delightfully after his return to Massachusetts.

It may be of interest to our readers to know that Dr. Henry Emerson Fosdick, the notable preacher, was named for Dr. Emerson because his father and Dr. Emerson were college chums.

They Say

MRS. FRANKLIN D. ROOSEVELT, wife of the Governor of New York:—

"Parents must realize that modern life tends to make us soft, and we must let our children meet their own difficulties, find their own solutions to knotty problems and gain experience for themselves. It may seem hard, but what a sense of satisfaction there is when one feels sure of the ability of one's self to meet a difficulty for the first time. The world is no longer the fearsome place it was—the child has gained a sense of power and self-assurance."

N. D. SHOWALTER, state superintendent, Olympia, Washington:—

"If the children know that they will not have home studies hanging over their heads to interfere with their natural individual pursuits, they will study harder and get better grades while attending school during regular hours."

CORNELIA S. ADAIR, Richmond, Virginia:—

"The true teacher is both idealist and builder. He works with the most precious materials, the mind and soul of youth. Every man or woman who contributes to the advancement of literature, art, science, owes to some teacher the training or enouragement which enabled him to achieve."

ROBERT T. MORRIS, New York City:—

"The ultimate test for insanity is one's certainty that he is right every time about everything. A sane man knows that he may be mistaken, but an insane man knows that he cannot be mistaken."

RAY W. HARRIMAN, principal, High School, West Hartford, Conn.:—

"The main difference between the examination plan and the certification plan is that the former tests the pupil, whereas the latter tests the school. If a school habitually certifies pupils who are not properly prepared to 'carry on' in college that school will lose the privilege of certification."

FRANK P. MORSE, state supervisor of Massachusetts:—

"Wise supervision should not only improve methods used in the schools but it should help the professional growth of the teacher. It should develop initiative, give play to individuality, and create in teachers, enthusiasm for their work."

DR. CHARLES R. MANN, Washington:—

"The characteristic temperament of Americans is a 'sport' type that has not yet been properly classified."

DR. GEORGE D. STRAYER, Columbia University:—

"The superintendent of schools who is to carry forward the work of public education must be prepared for his work, not only by virtue of his knowledge of the history and philosophy of education, his appreciation of the applications of psychology to the teaching and learning processes, his knowledge of comparative education and of the techniques applicable in the solution of administrative problems, but he must also be a student of government and of economics. He must have a kind of training which will prepare him to do his work in the complex industrial society which the schools are organized to serve. He must be able to appreciate the relationship of the schools to other social forces; he must understand the limitations which operate to define the area in which the school may work to best advantage. He must be forward-looking. He must be able to think and to plan in terms of the individuals who compose the school population and of the society which has set up this institution."

JANE COWL:—

"The war did more than wipe out many fine young men. It nearly wiped out real femininity as well."

DEAN C. R. MAXWELL, University of Wyoming:—

"As an integral part of the public school system the university must be interested in all aspects of education, elementary, secondary—yea, even preschool and adult."

HARVARD UNIVERSITY ADMINISTRATIVE OFFICE:—

"Most of the recent freshman classes at Harvard have been about equally divided numerically between high school graduates and private school graduates, yet the proportion of honor students has been greater in the public school division. In its freshman year the class of 1929 had a total enrollment of 880 with 436 public school men and 411 private school men. Of the 436, 102 made dean's honor list at the end of their first year, while 60 had unsatisfactory records. From the private school group only 53 made the dean's honor list, while 92 had unsatisfactory records."

ARNOLD BENNETT:—

"Every change for the better involves some loss. but it remains a change for the better."

A High Brow Shows His Colors

(As Seen by a School Ma'am)

By RUTH E. COOK

Los Angeles

"I BEG your pardon! May I please speak to you for a moment?" The voice—soft, girlish, and well-modulated—surprised me, for in my school I had been accustomed to the bold "here-I-am-look-me-over" voice of modern youth. My curiosity was aroused.

Seated at my desk, I turned quickly, expecting to see a golden-haired, blue-eyed girl of the clinging vine type, but I certainly received a jolt! The blue eyes and golden hair were in evidence, but they belonged to a boy who had entered our Grade 7-A just that morning.

Short, slender, and rather puny he stood, looking into my face, half-shyly and half-expectantly. I noted the high, intellectual forehead, and the dreamy eyes; at the same time I was impressed by the boy's clean, immaculate appearance.

His request was unique, to say the least. "I should like to bring to school a picture of New York, with the seething multitudes that throng its busy streets. Then I wish to explain it in detail to the class," he drawled. I had guessed rightly that he had come from New York.

Longing to ask where he had learned to use such words and why, I murmured instead: "All right, John, bring your picture and tell the class all about it."

Proudly bearing his picture came John the next day—came, saw, but conquered not. For when he stood in front of the class, the girls and boys eyed suspiciously his spotless clothes and stiffly starched collar, to the extent that they neglected to eye the "seething multitudes" of the great city. And when, in his gentle, refined voice the New Yorker began his flowery-worded discourse, the class gasped and gazed at him in wonder.

Then the storm broke. Murmurs of "Aw, cut it!" and "G'wan, that makes me sick!" reached my ears. "Where'd yo' get them words?" came from a big rough fellow on the back seat. "Too high hat for me!" Even a daintily dressed little girl on the front seat sniffed disdainfully, and several others snickered all too audibly. I glanced fearfully at John, who went on talking, apparently unmoved. (Afterward I learned that he was a little deaf, which perhaps was his good fortune just then.)

As the weeks passed by, John seemed to be, in psychological terms, "a social misfit." He pored over books almost constantly; he examined pictures and charts during physical training periods because his doting mother insisted that John was too frail to take gymnastics. I argued this point with her as tactfully as possible, but it did no good. I also tried to show her that John did not "mix" with the other boys, and that this caused his unpopularity. "Oh, indeed!" was her comment. "Well, my John is very particular in choosing his associates."

Naturally, since the boy's mother had adopted this attitude, I was unable to persuade John to be more democratic. He did not seem to mind being slighted by his classmates. He really never "high-hatted" them intentionally, yet he refused to seek their level.

To say that the other boys and girls were "down on him" is putting it mildly. They were so rude to John that at last I felt I must somehow effect a reconciliation. So I talked privately with certain ringleaders of the class.

"He lords it over us," complained one of the boys. "Not just what he says, but the way he acts. Regular old sis!" Another confided scornfully: "I tole him to come on an' fight, but say, d' you think he would? Nothin' stirrin'! Said, 'I do not ah-prove of fight-ing.' Blah!"

I tried to speak casually. "But how about making him your friend?"

"Friend-nothin'! I tole him to come on an' play ball, but he jest said: 'No, thank you. I really don't care to!' Blah! He thinks he's better'n we are."

This seemed to be the attitude of the group, and how could I blame them? John wouldn't play, he wouldn't fight—two serious offences in the eyes of the real American boy. But I waited, hoping for the time when our New Yorker would prove his mettle.

I hadn't long to wait. A day dawned when John displayed some truly boyish traits. I made this discovery after narrating to the class the story of the famous pigeon of Verdun, which is to have a monument erected in its honor. The class breathed enthusiasm, but it was a new shining-eyed John who came to me at the end of the period, crying: "Oh, that was a fine story! I wonder—suppose you and I write a letter to the French government, requesting that they have a picture of the pigeon engraved on a coin. Really, I don't believe our request would prove futile."

Suppressing a smile, I pointed out the futility of his suggestion. Then John and I had a long talk together about birds, and I found he could teach me a great many things about them. In a delightfully interesting manner he described his own pet pigeons and canary. Here was something he could discuss simply and naturally—something in which he took great pride. Now, he *must* win his classmates!

"Oh, yes; I'll be glad to bring my birds to school tomorrow," cried John, then added wistfully: "Er—ah—do you think the other boys will like them?"

Did they like them? Why, the canary and pigeons were the centre of attraction the next day, and with them appeared John in the limelight. One by one, the children slowly gathered around their new hero, and found out where he bought his pets, what he fed them, where they slept, how they took their bath, and why! And in his frank discussion I heard no unusual words or phrases. Instead, I frequently heard John exclaim: "Peach!" "He's a dandy!" "No, sir! I wouldn't take a million for him!"

The high brow had shown his colors.

A Trip Through India

By L. H. PUTNEY*

(*Part Four*)

But the facts in the case are that, from the time the school system was established over a century ago, it has never been the aim of the government to provide education for the masses. At first the policy was to educate only enough bright young natives to meet the requirements of the Indian personnel of the civil service. It is for this reason that the authorities have never taken very seriously the disinclination of parents to educate their girls. Because girls are shut up with the women when they approach the age of puberty, I am told that not more than one out of every four attending school ever gets as far as the fourth grade. The result is that the illiteracy of the women in India is something appalling. The relatively few who do possess an education owe it very largely to mission schools. In India, as in Ceylon and British Malaya, the government has adopted the policy of aiding such schools when they meet certain set requirements. It can truthfully be said that by far the best schools in the country today are these aided institutions.

In spite of the fact that there is a terrible overproduction of young men trained for clerical positions, the course of study is still dominated by classicism. I was interested in noticing how many students were studying Latin. Much as it is needed, science is badly neglected.

When it comes to higher education, India is well provided with schools, for she has no less than eight full-fledged universities. But this may not be such a blessing after all, for it is said that whenever a business house advertises for an Indian clerk, at a salary of perhaps a hundred rupees per month, it will receive applications from hundreds of university graduates. The more I see of education in these Oriental lands, the more I feel that what is needed is not more schools but schools that will fit better for the possibilities of life. The greatest tragedies I have seen in my travels are men educated for jobs which they cannot secure.

India is a country of such varied interests that I could go on for many pages, but before concluding this article I must say a few words about some of the cities. According to the census of 1921, there were thirty-three cities with a population in excess of 100,000 and fifty-one others that could count from 30,000 to 100,000. Judged by western standards, many of them are poor apologies for cities. For example, take Madura. Although this is a town of perhaps 200,000 population, it does not possess a single hotel in which a white man could lay his head. At the railway station there are four rooms which are rented to travelers, but the noise made by the natives who are waiting for trains is so great that sleep is impossible. The place does not even boast of electric lights. There is not a single modern shop, and no sidewalks. When I was there it had recently rained, and many of the streets were quagmires of filth. And still Madura is one of the holiest places in India and is visited by thousands of pilgrims every year.

The largest city in India is Calcutta, which was the capital until 1912. This place of a million and a half population has grown in spite of a most unfavorable location, for it is eighty-two miles from the mouth of the Hooghly river. The principal industry is spinning and weaving jute. All told there are some seventy jute mills, which employ over 300,000 hands. In spite of the Factories Act of 1922, the living conditions of the workers in these mills, and in the other textile factories of India, are even worse than those in China. Most of these unfortunate people, who are largely recruited from the overcrowded rural districts, live four to a room, but, according to the last census, as many as 13 per cent. of them were housed ten to the room. Under such conditions women actually give birth to babies. Many children are employed in the mills, but none are supposed to be under twelve years of age. The maximum working week consists of sixty hours. Any person who questions my statement that the Indians are being exploited must reconcile the wages paid in these mills—from eight dollars a month for beginners to perhaps sixteen for skilled workers—with the

*Foreign Representative, Little, Brown & Co.

dividends received by the owners. These run as high as 200 per cent. in "good" years. A close second to Calcutta in population is Bombay. This great port is situated on the Arabian Sea. It is the centre of India's cotton manufacturing, having in 1925 over 65,000 looms and more than three million spindles. The worst handicap under which this so-called "Gateway to India" labors is its climate, which is extremely debilitating. One of the most interesting sights in Bombay are the five white "Towers of Silence," where the Parsees lay their dead. These towers are the home of many buzzards, which in less than a half-hour pick every scrap of flesh from the bones of the corpse.

Five hundred miles north of Bombay is Karachi, the port for the Punjab and Northwestern India generally. It is situated on the Arabian Sea, near one of the mouths of the Indus river. You can go from Karachi to eastern Persia by railway via Baloochistan, and also to the ports along the Persian Gulf, including Basra, which is the gateway for Bagdad and all of old Mesopotamia. I was interested in learning that one could reach London in ten days by going to Bagdad and taking the bus across the desert to Beirut. It is not until you come into contact with these motor lines in regions where only a few years ago the slow-moving caravan was the only means of transportation that you fully appreciate what a revolution has been effected by the automobile.

Rangoon, the capital of the province of Burma on the other side of the Bay of Bengal from the peninsula, is the third most important city in India. It is situated some twenty miles up the Rangoon river, but may easily be reached from the mighty Irrawaddy, which is the main artery of central Burma. Besides rice, Rangoon exports large quantities of teakwood, which is extensively used by the Chinese for making furniture. One of the most interesting sights for the tourist is to watch the elephants pile lumber at the sawmills of the Burma Trading Corporation. They do it fully as well as do roustabouts back home, and much more quietly. Burma is far in advance of the rest of India, owing to the requirement of the Buddhists that every youth shall spend a period studying in one of the monasteries. As a result, it is claimed that over half of the male adults of the province are literate.

In Rangoon the wave of nationalistic sentiment which has engulfed India has taken an amusing turn. The principal object of interest there is the *Shwe Dagon Pagoda,* one of the most beautiful Buddhist temples in the world. In order to humiliate their English overlords by an assertion of religious supremacy those in charge of this temple have made a rule that any one wishing to enter it must remove stockings as well as shoes. Not even would they make an exception for the Prince of Wales. The result is that the Britishers who reside in Rangoon have declared a boycott of the temple and try to dissuade tourists from visiting it, by intimating that one is likely to contract smallpox or leprosy, or some other terrible disease from the dust that he will get on his feet.

Still another important city is Madras, the metropolis of southern India. This place of more than half a million persons has a delightful location on the Bay of Bengal. In some respects it is the most surprising city that you visit in all India, for you would naturally expect to find many attractive shops catering to Europeans and wealthy Indians. As a matter of fact, except for two department stores which are situated a mile or so apart, there are practically none. The bazaars, while not quite so dirty as those in the smaller South Indian towns, are far from being attractive. The most interesting place I visited in Madras was the Connemara Library. Like all libraries in this part of the world, this is a subscription affair, but free to readers. The interior is filled with rich carving, even the doors to the bookcases being covered with it. At one end of the main hall is a large statue of Lord Cornwallis of Yorktown fame. It seems that later in life he served twice as governor and commander-in-chief of the East India Company's possessions in India. Evidently he was more successful in fighting Indians than American colonists, for one of the panels of the pedestal is a bas-relief showing his lordship receiving as hostages the two sons of Tippoo Sultan, whom he later mulcted of half his territories, and of over three and a half million pounds sterling to boot.

You Have to Believe

By Douglas Malloch

You have to believe in happiness,
Or happiness never comes.
I know that a bird chirps none the less
When all that he finds is crumbs.
You have to believe the buds will blow,
Believe in the grass in the days of snow;
Ah, that's the reason a bird can sing—
On his darkest day he believes in Spring.

You have to believe in happiness,
It isn't an outward thing.
The Spring never makes the song, I guess,
As much as the song the Spring.
Aye, many a heart could find content
If it saw the joy on the road it went,
The joy ahead when it had to grieve,
For the joy is there—but you have to believe.

—Royal Arcanum.

Rather Startling Facts

By ARTHUR DEAN, Sc. D.

Every agency or type of individual makes a different demand upon the child. An employer would probably not criticise a child at all who was shy. He might even say: "I like that boy, he isn't at all bold." A teacher would not particularly object to a child being sensitive. A mother who had a child who was very quiet, even to the point of being depressed, would not think that her child was in difficulty.

A mental hygienist, on the other hand, who is not laboring under any school, business or home pressure training children according to some traditional notion, might see the seriousness of certain behavior problems which are overlooked by the teacher, the employer or the parent. This has been clearly brought out in a study of "Children's Behavior and Teachers' Attitudes," published by the Commonwealth Fund.

The teachers report that immoralities, dishonesties, and transgression against authority are vastly more serious in their minds than the recessive personality and behavior traits of children.

Violations of orderliness in the classroom and applications of school work in the minds of the teachers were far more serious than extravagant and aggressive personality and behavior traits.

On the other hand, the mental hygienists came to the conclusion that withdrawing, recessive and behavior traits are far more serious than transgression against teachers' authority and violations of orderliness. They put dishonesty, cruelty and temper tantrums as being more serious than immoralities, violations of school work requirements, and extravagant behavior traits.

To put it in another way: Ask a school teacher to mark which of the following items she thinks the most serious in a child, the next most serious, and so on down the line to the least serious. Then ask the mental hygienist the same question and you will be surprised.

Here are some of the items: stealing, obscene notes, untruthfulness, truancy, cruelty, cheating, disobedience, temper tantrums, profanity, laziness, unhappiness, enuresis, selfishness, resentfulness, tardiness, sullenness, inquisitiveness, tattling, whispering, shyness, unsocialness.

A teacher will say stealing is the worst offense, then obscenity, and in the order of their importance follows untruthfulness, truancy, cruelty, disobedience, and so on down the line to unsocialness, which is the least serious in the opinion of the teacher.

Ask the mental hygienist about the relative seriousness of behavior problems in children and he will put unsocialness first, unhappiness second, resentfulness third, then sensitiveness, sullenness, stealing, nervousness, truancy, cheating, and last of all, such items as smoking, whispering, profanity and disorder.

Now, folks, what does all this mean? Simply this: That an unhappy, unsocial, depressed and easily discouraged child is more likely to have trials and tribulations in later life than a child who is simply disorderly, profane, whispers and smokes.

Teachers and parents do not think that shyness, sensitiveness and dreaminess are very serious problems. But child clinicians put these qualities at the very top of the list as being most serious.

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EDUCATION IN ACTION

Outdoor Schools Found Effective

"A survey of the field of education," says Marie M. Ready, who studies recreational activities for the Federal Office of Education, "shows that there is a drift toward the maintenance of out-of-door study for students, and that many courses of study usually taught by the lecture and laboratory methods in school buildings can be more thoroughly and scientifically taught in a specially selected environment out of doors. Colleges, universities, teachers' colleges, and normal schools," Miss Ready continues, "are beginning to establish organized summer camps for the purpose of providing students with opportunities for practical experience as a part of the required work of certain curricula; providing for students and teachers a means for vacation study which is a combination of recreation and education; and providing professional courses in leadership for camp councilors. Among the various schools and departments of colleges and universities by which the summer camp has been introduced may be mentioned the following: Engineering, geology, science and biology, nature study, education, health education, physical education, recreation, and forestry. The organized summer camp is gradually gaining recognition as a factor in the field of higher education. The demand for specially trained camp councilors by private, institutional, and municipal camps has become so large that departments of education, science, physical education, and recreation in colleges, universities, and teacher-training institutions are beginning to provide extensive courses in camp organization and administration for camp councilors. The recognition of the possibilities of the organized camp summer school by many institutions of higher education is an outstanding tendency in educational progress today."

Military Drill Held Optional by Mitchell

Military science and tactics is an optional and not a prescribed course of study, as supposed by many land-grant colleges, Attorney General Mitchell ruled in an opinion given to Secretary Wilbur. Such colleges, in the opinion of Mr. Mitchell, comply with the Morrill act of 1862, which created them, when they make the course available, and the student need not take military training unless he desires. The act provides for one land-grant college in each state, where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanical arts. Because of the inclusion of the provision for military tactics, it has been held for sixty-eight years by most of the land-grant colleges that the course was prescribed. In 1923 the University of Wisconsin, acting on authority of the State Legislature, made military science optional. The Department of the Interior, which administers the Federal fund for these schools, decided that the university had the right to take the action it did. The Attorney General now sustains the decision. In his ruling Mr. Mitchell said: "I am of the opinion that the construction of the statute by our Department is a reasonable one, and that it was in effect approved by Congress by the re-enactment of the language in question after the adoption and publication of this construction by your department. Added force is given to the re-enactment of that language by the fact that it occurred after the legislation in Wisconsin."

Navy Outlines Courses of Study

Beginning July 1, 1930, the Navy Department is establishing new quotas for the Navy's service schools on shore, which provide advanced technical training to the enlisted men. Under the new quotas provision is made to keep these schools filled to capacity for the duration of the training courses, which vary from one to nine months. The capacity of the service schools permits of approximately 2,300 enlisted men being in training at one time, with additional facilities to permit special training of other enlisted men in other naval and Army shore stations and manufacturers' plants. The service schools are divided into four classes. Class A service schools are those designated to assist the forces afloat in training nonrated men for entry into certain specialized ratings. Class B schools are those designated to assist the forces afloat by giving advanced training to certain petty officers to better fit them for their ratings, where the equipment for such training is not available on board ships or where instruction can be given more advantageously on shore. Class C schools are those designated to assist the forces afloat by giving special training for particular kinds of duty assignments. Class D schools are those of a temporary or special nature which cannot be classed among the A, B, or C schools. The allocation of men to these schools varies throughout the year.

Vacation Schools All Over World

Vacation in the educational world is rapidly becoming a misnomer. No sooner do the school and college doors close in June than they open again to admit throngs in many instances even larger and far more heterogeneous than those which make up the winter roster. Whole families, from nursery school babies of eighteen months up to grandmothers and grandfathers, are, in a few cases this year, going to summer school side by side. So addicted indeed is the American to hot-weather study that now the foreign university also is creating courses to oblige him. And the summer school, according to our pattern, bids fair to become a world institution. This year even Japan has caught the contagion, and the Oriental Culture Summer School, manned by leading Japanese professors, will be opened in Tokyo Imperial University. In Europe more than a hundred summer sessions in fifteen countries—all of the sessions introduced since the war—now lure the American. And at the moment American students are rolling down to Rio de Janeiro to attend the recently organized summer school in Brazil. Meanwhile, here in the United States are forming our own midsummer centres of foreign culture. At Smith, at Middlebury, and at Pennsylvania State colleges, to mention three, are six-weeks' courses where only French, Spanish or Italian is spoken, and where the student concentrates also upon the literature, politics and customs of the country whose language he is studying.

Girl Students Take to "Shorts"

Shorts recently came to the Marshall College, Huntington, W. Va., campus—but the fair young girl students, not the men, are wearing them. What the men will do about it has not yet become evident. The new outfits consist of dark blue silk shorts, reaching to a few inches above the knee, and low-necked sports shirts. Whether socks are worn or not appears to be a matter of preference. No official statement was forthcoming from college officials on the matter of girl students in shorts, but the belief seemed to prevail that college authorities would not interfere.

Siple, Byrd Orderly, Awarded Scholarship

Paul A. Siple, Boy Scout of the Byrd Expedition, formally received a three-year scholarship at Allegheny College, Meadville, Pa. At the same time he was notified that credits would be granted him for study and research while in the Antarctic, and it is probable that his course will be shortened by a year. Siple was a freshman at Allegheny when he left to join the expedition two years ago. He will return this Fall, and will specialize in biology. The scholarship was voted him by the trustees at their semi-annual meeting last January 16. Together with the notification of credits from President James A. Beebe, it was presented by W. P. Beazell, a trustee and president of the General Alumni Association.

New Appropriation Asked For Vocational Education

A supplemental estimate of appropriations for the Federal Board for Vocational Education for the fiscal year, 1931, in the sum of $980,000 was transmitted to the House early in June in a communication from the President. The funds, according to an accompanying letter from the Bureau of the Budget, would be used for the following: Co-operative vocational rehabilitation of persons disabled in industry, $900,000; salaries and expenses, vocational rehabilitation of persons disabled in industry, $80,000. President Hoover sent to the Senate for confirmation the following nomination to be a member of the Federal Board for Vocational Education: Edward T. Franks, of Kentucky. Reappointment.

Chinese Came to Study Murder Art in Chicago

Six Chinese bursting with ambition and thirsting for education in the art of murder sat disconsolately, recently, in cells on Ellis Island, with their shattered dreams of matriculating in what they belived to be the finishing school of crime, Chicago. The six Chinese told Customs Inspector McAlarney, who captured them aboard the Panama mail liner Colombia, that they had come all the way from China to get experience in Chicago gang warfare so they could go back and try their knowledge on the home folks.

Farm Markets In Public Schools

Public schools as collection and marketing centres for light farm products, on the district or community basis, is the foundation of a plan now in its third year in Acadia parish of Louisiana, according to Dr. C. H. Lane, chief of the agricultural education service of the Federal Board for Vocational Education. The experiment was undertaken by the parish superintendent of education, J. M. Baker, to aid small and scattered farmers, and also to instruct students in the co-operative way of meeting farm problems, Dr. Lane explained. The commodities, which are principally milk and eggs and similar light products, are transported by the school buses, or brought by individuals, during the school week or year, and on Saturdays and during the summer months a small truck is used to bring them in. The school children, under the supervision of the principal, handle the products. Market prices are ascertained, and the products are sold to the highest bidder, with one marketing agent, appointed by the school board, in full charge, it was explained. Dr. Lane stated that in his opinion this is a unique system of marketing farm products, and is a real service to the small farmer.

Urges Teaching By Radio

Recent projects for closer co-operation between educators and representatives of the broadcasting industry to promote educational broadcasting are reviewed in "Education Tunes In," a study by Levering Tyson, associate director of the Columbia University Extension Division. Mr. Tyson describes past efforts to co-ordinate radio needs with educational values, and declares that broadcasters have assured educators that radio facilities will be made available, provided standard programs are devised. He urged the educational world to evolve such programs and unite to take advantage of the facilities.

Crown Prince Michael Passes School Tests

Little Crown Prince Michael has recently passed his third form tests in the Rumanian national schools. On his ninth birthday, in the Autumn, he is to be enrolled in the army as a recruit, in a Sinaia mountain regiment. Two days after his enrollment he will be promoted to a corporal. A year later, when he has passed his fourth form examination, Michael will go to a military academy, where he will start learning French. At present he speaks only English, the language used by the royal family in private, in addition to his native Rumanian.

"Sherlock Holmes" Finds Clue to College Degrees

William Gillette, the veteran actor of "Sherlock Holmes" fame, gathers his college degrees in bunches. On Monday of one week in June he was made an honorary Master of Arts by Trinity College, of Hartford, Conn.; Tuesday Dartmouth College made him a Doctor of Letters, and Wednesday Yale University conferred on him a Master of Arts degree.

Mother of Five Graduated In High School Class

Entering the sixth grade with two of her own children six years ago, Mrs. Dora Gordon, forty-five, mother of five children, was one of the 276 students to graduate from Holyoke (Mass.) High School in June. After a year's rest she will go to college. Her oldest son, Samuel, was graduated from Massachusetts Institute of Technology a year ago, and another son, Isadore, will receive his degree from Cornell next year. The mother was determined that her children should never be ashamed because she had been denied an education in her youth.

Monkeys Imported For Intelligence Test

Dr. H. W. Nissen, research associate of the Yale Psychology Department, returned to New Haven recently after importing eighteen monkeys, natives of French Guiana. The monkeys are taxed for duty as wild animals at the rate of fifteen per cent. of their value. They will be tested for intelligence in the Yale laboratories and at the anthropoid experiment station maintained by the University of Florida.

Summer Courses Offered Teachers

The largest summer program of teacher courses ever offered by the division of university extension of the Massachusetts State Department of Education includes courses in literature and educational tendencies, which will be held in Boston during July. "Foundations of Contemporary Literature" will be taught by Robert B. Masterson, headmaster, Roxbury Memorial High School for Boys, on Mondays and Thursdays at 7.30 p. m. in the Boston Public Library. Dr. Harry F. Latshaw, instructor in education, Harvard University, will give the course in "Modern Tendencies in Education" at the State House.

The BOOK TABLE

REPRESENTATIVE ESSAYS, ENGLISH AND AMERICAN. Edited by John Robert Moore, Indiana University. Cloth. 300 pages. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Nothing has taken the place of the essay in literature, but the essay in literature should be studied for its place in the history of literature and for its classification such as is better done by Dr. John Robert Moore.

He has selections from thirty-three essayists, from Sir Francis Bacon to Irving Babbit; from "The Tatler" to William Allen White; from Addison to Simeon Strunsky.

There has been nothing comparable to this in any way for classroom use. If it does not stimulate interest in essays and essayists the youths of today are hopeless.

A WORK BOOK FOR PRINCIPALS AND SUPERVISORS. By Robert Hill Lane, assistant superintendent of schools, Los Angeles, California. Paper covers, 262 pages. New York: The Macmillan Company.

Los Angeles was the first city in the country to magnify the principal. This was done naturally because the city grew so rapidly that new schools were frequent.

Enterprising men from the East would come to Southern California and take any position available because a principalship was sure to come somewhere, and Los Angeles had the pick of the best anywhere in Southern California.

Robert Hill Lane, assistant superintendent in Los Angeles, has rendered the cause of education, as well as of the principals, a real service in preparing "A Work Book for Principals and Supervisors." It deals with vital problems in a workable way, imparting to the printed page the spirit of the principals of his city.

THE PSYCHOLOGY OF CHILDHOOD. By Edgar James Swift, Washington University, St. Louis. New York: D. Appleton and Company.

Dr. Swift continues to render the cause of child study invaluable service. He continues to emphasize the fact that the end of education is the child and not the school. He gives G. Stanley Hall high credit for starting the study of children and youth at Clark University, and follows the trend of child study to the present time.

THE NEW EDUCATION IN AUSTRIA. By Robert Dottrens, Inspector of Schools at Geneva. Edited by Paul L. Dengler, director of the Austro-American Institute of Education. New York: John Day Company.

Nothing is more certain than that a creation of a new education was the only hope of civilization after the World War.

It was not the World War that made trouble. The World War was the result of conditions that made the World War inevitable.

The perfection of a vicious education caused the World War, and only the creation of a new education can save civilization.

There is a creation of a new education in the United States that is coming peacefully and nobly. It is a new birth without the agony of birth pains.

Vienna has a creation of a New Education that has all the maternal joy of a great deliverance. A great monarchy with 51,000,000 people has become a glorious republic of 6,000,000, one-third of them living in Vienna, and all impoverished.

Vienna had to be rescued politically, and "The New Education in Austria" is a fascinatingly brilliant story of stabilizing a radically new political life through the creation of a New Education.

CITIZENS' REFERENCE BOOK. A Textbook for Adult Beginners in Community Schools. Volumes I and II. By Elizabeth C. Morris, director, Community Schools, Buncombe County, North Carolina. With an Introduction by Howard W. Odum, University of North Carolina. Chapel Hill, N. C.: University of North Carolina Press.

Teaching adult native illiterates is attracting attention as it has never done before. The old way of using books adapted to teaching first-grade children is entirely out of date, and teaching men and women to read is incidental to what they learn through reading. The two books of Miss Elizabeth C. Morris, of Asheville, N. C. teach the common branches skillfully, but the effort is to create standards of citizenship and parenthood while contributing to the growth and happiness of individual lives.

Book II is intensely practical, as these aims indicate:—

Ability to speak more freely, correctly, and interestingly; ability to give three or four correct sentences on one subject; ability to copy and to take from dictation simple sentences with ease and without error; ability to write correctly very simple personal and business letters.

In Book II there are selections from or articles about Lincoln, Roosevelt, Woodrow Wilson, Edward A. Guest, Dorothy Dix, Will H. Hays, Joseph Lee, John J. Tigert, Horace Mann, John Marshall, Benjamin Franklin.

TRADE TRAINING IN SCHOOL AND PLANT. A Handbook for the Trade Instructor. By Herman S. Hall, State Supervisor of Industrial Education, Connecticut. The Century Vocational Series. Edited by Charles A. Prosser. New York: The Century Company.

It is no secret that Connecticut has made great strides in the development of a state system of education that produces definite results in personal achievement in character and thrift.

Dr. Meredith saw the need of adapting supervision to the specific needs of industrial cities on the one hand, and to the traditional country life of the state. He was eminently skillful in the selection of leaders who knew how to use modern conditions and not let modernism use them.

Mr. Hall's notable success in the creation of uniform improvement in teaching skill, in learning spirit, and in trade efficiency is proof of his mastery of the art of supervision and forceful inspiration.

"Trade Training in School and Plant" carries into type and illustrations the personality that has made the work of his associates, superintendents and workers alert-minded, trade-spirited and industrially loyal and devoted to their responsibility.

The result is one of the most important books for the advancement of every trade and industry in a state.

Books Received

"The Wonder Road," Book One, Two and Three. By E. D. Starbuck, F. K. Shuttleworth, and others. New York City: The Macmillan Company.

"Children at the Crossroads." By Agnes E. Benedict. New York City: Commonwealth Fund, Division of Publications.

"Teaching Values in New Type History Tests." By E. Mitchell.—"Sangren Information Tests for Young Children." By Paul B. Sangren. Yonkers, New York: World Book Company.

"Community Hygiene." By Woods Hutchinson. Boston: Houghton Mifflin Company.

"Educational Dramatics." By Donald MacLean Tower. Evanston, Illinois: Row, Peterson and Company.

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GRINS BETWEEN GRINDS

Whatta Face!

They were sitting out in the moonlight.

"And," she said proudly, "if poverty comes, we'll face it together."

"Oh, sweetheart," he answered, "just the mere sight of your face would scare the wolf away."

And ever since he has been wondering why she returned his ring.

—College Humor.

A Sure Sign

Mrs. Hoskinson—"I have found out one thing about that Mrs. Newcome. Whoever she is, she has certainly never moved in good society."

Mr. Hoskinson—"How do you know that?"

Mrs. Hoskinson—"She shakes hands as if she meant it."—Worcester Times.

New Definition.

An optimist is a man who buys a car on time to go looking for a job.

Correct

"If I cut a beefsteak in two," asked the teacher, "then cut the halves in two, what do I get?"

"Quarters," returned the boy.

"Good, and then again?"

"Eighths."

"Correct. And again?"

"Sixteenths."

"Exactly. And then what?"

"Thirty-seconds."

"And once more?"

"Hamburger," cried the boy impatiently.

Evidence Against Him

"Any insanity in the family?" asked the insurance doctor of Miss Suffragist.

"Well, no—only my father imagines he is the head of the house."

Supply and Demand

Rastus—"Ef yo' says anything ter me Ah'll make yo' eat yo' words, man."

Moses—"Chicken dumplings, hot biscuits and watermelon."—Pathfinder.

Saddest Story of the Month

A man's wife had been away for a month. He wrote her every week telling her how he was spending the evenings at home. When the wife came back the light bill came in—for fifty cents.

Why Another?

A famous cross-examiner was prosecuting in an important criminal trial.

"Do you drink?" he inquired blandly of an overdressed, horsy-looking individual, who was the chief prop of the defence.

"That's my business," was the retort.

"Any other?" asked the lawyer, with well-affected politeness. — Philadelphia Public Ledger.

Star Part Comes Easiest

"Mayn't I be a preacher when I grow up?" asked the small boy.

"Of course you may, my pet, if you want to," his mother replied.

"Yes, I do. I s'pose I've got to go to church all my life, anyway, and it's a good deal harder to sit still than to stand up and holler."—Exchange.

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Expansion of "Schools of Air"

Increasing interest in radio for educational purposes is apparent throughout the nation, the specialist in education by radio, United States Office of Education, Armstrong Perry, stated. Mr. Perry, who just returned from an extended trip of investigation which carried him to various parts of the country, said he was impressed by the plans for broadcasting and for receiving programs wherever he went. Demands for radio equipment in schools have become so great, he declared, that manufacturers are now working on special apparatus for schools, with centralized devices arranged to reach every part of the buildings. An interesting use being made of radio in the schools in some parts of the country is for making announcements to the children and teachers, Mr. Perry said. Radio music is used in marching to and from assembly in many places, he said. In some schools the assembly exercises are conducted by radio, he declared. On rainy days, Mr. Perry continued, radio receiving sets in basements of some schools have brought music and other pleasantries to brighten the dark half hour or hour. The American Association for Adult Education recently created a National Advisory Council on Radio in Education, Mr. Perry stated, which will conduct research in the field of education by radio, with attention primarily upon adult education. A fund of $50,000, half of which was donated by the Carnegie Corporation, and half by John D. Rockefeller, Jr., has been made available to carry out this research for one year, Mr. Perry explained. If the work is satisfactory, he said, running expenses for the second and third years are assured.

THE ARLO BOOKS

READING INTERPRETATION EXPRESSION

A letter from Boston

My dear Mr. Cobb,

I read with much interest your little book 'ANDRE,' which you were kind enough to send me recently. The book has, I believe, been recommended to the school committee for the authorized list, but unfortunately seems to have been so attractive that it has disappeared, much to my regret. I am sure that our Boston teachers will want to order the book, and that the children cannot fail to be pleased as well as instructed by it.

Very truly yours,
(Signed) W. B. SNOW,
Assistant Superintendent of Schools.

THE ARLO PUBLISHING COMPANY
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Salaries Take 53%

Over one-half of the total expenditures by states on public education in 1928 went into teachers' salaries, according to the Federal Office of Education. The total expenditure for public education in 1928 was $2,184,336,638, and of this amount teachers' salaries represent 53.4 per cent. In eight years the annual expenditures on public education in the United States more than doubled, the costs in 1920 having been $1,036,151,209. Per capita expenditures for each pupil in average daily attendance increased from $64.26 to $105.99. Capital outlays are now on the decrease, the survey indicated, since building programs are being completed to relieve the congestion of a few years ago. Instruction costs represent 67.9 per cent. of the current costs, and 55.9 per cent. of all expenditures. Teachers' salaries represent 53.4 per cent. of the total cost, with a range of 34.1 per cent. in Florida to sixty-nine per cent. in Georgia. Large expenditures for outlays in Florida are partly responsible for a small percentage going for salaries. There is considerable lack of uniformity in the various states concerning the definition of a teacher. Some states include librarians with teachers, and some include stenographers and clerical employes. Legal restrictions concerning certification render uniformity difficult to attain.

Meetings To Be Held

JULY

22-25: National Association of Teachers in Colored Schools, W. W. Sanders, Box 752, Charleston, West Virginia: Petersburg, Virginia.

AUGUST

1-2: California Vocational Association, W. H. Van Dyke, Petaluma High School, Petaluma, California: San Jose, California.

SEPTEMBER

4: Massachusetts State Normal School Teachers' Association, M. G. Fickett, State Normal School, Westfield, Mass.: Bridgewater, Massachusetts.

OCTOBER

1-4: Girl Scouts, Inc., Mrs. J. H. Barnes, 670 Lexington Avenue, New York City: Indianapolis, Indiana.

9-11: Vermont State Teachers' Association, M. C. Parkhurst, 323 Pear Street, Burlington, Vermont: Rutland, Vermont.

17-19: Utah Education Association, D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah: Salt Lake City, Utah.

16-18: Indiana State Teachers' Association, C. O. Williams, 205 Hotel Lincoln, Indianapolis, Indiana: Indianapolis, Indiana.

23-24: Maine State Teachers' Association, A. W. Gordon, Augusta, Maine: Bangor, Maine.

23-25: Montana Education Association, R. J. Cunningham, Box 217, Helena, Montana: Helena, Montana.

24: Connecticut State Teachers' Association, G. C. Swift, Watertown, Connecticut: Hartford, New Haven, Bridgeport, New London.

20-23: National League of Compulsory Education Officials, M. Andrew, 352 Court House, Memphis, Tennessee: Rochester, New York.

23-24: Ninth Annual Meeting of the Vocational Home-Makers, Broadview Hotel, East St. Louis, Illinois.

24-25: Tenth Annual Meeting of the Illinois Home Economics Association, Broadview Hotel, East St. Louis, Illinois.

27-31: American Public Health Association, Homer N. Calver, 370 Seventh Avenue, New York City: Fort Worth, Texas.

OCTOBER-NOVEMBER

30-November 1: Rhode Island Institute of Instruction, C. W. Bosworth, 77 Rolfe Street, Auburn, R. I.: Providence, Rhode Island.

30-November 1: Colorado Education Association, W. B. Mooney, 530 Commonwealth Avenue, Denver, Colorado: Grand Junction, Pueblo, Denver, Colorado.

30-November 1: Minnesota Education Association, C. G. Schulz, 162 West College Avenue, St. Paul, Minnesota: Minneapolis, Minnesota.

30-November 1: New Mexico Educational Association, C. B. Dyke, Short Hills, New Jersey: Atlantic City, New Jersey.

NOVEMBER

6-8: Association of Urban Universities, C. S. Marsh, University of Buffalo, Buffalo, New York: Philadelphia, Pennsylvania.

6-8: Kansas State Teachers' Association, F. L. Pinet, 315 West Tenth Street, Topeka, Kansas: Kansas City, Topeka, Hays, Hutchinson, Emporia, Parsons, Kansas.

6-7: New England Association of School Superintendents, S. Howard Chace, Beverly, Massachusetts: Boston, Mass.

6: Wisconsin Association of Mathematics Teachers, M. K. Johnson, 232 Broadway, Eau Claire, Wisconsin: Milwaukee, Wisconsin.

6-8: Wisconsin Teachers' Association, B. E. McCormick, Madison, Wisconsin: Milwaukee, Wisconsin.

8-11: New Jersey State Teachers' Association, C. B. Dyke, Short Hills: Atlantic City, New Jersey.

11-15: Missouri State Teachers' Association, E. E. Carter, Columbia, Missouri: Kansas City, Missouri.

13-15: Arkansas Education Association, H. L. Lambert, Little Rock, Arkansas: Little Rock, Arkansas.

13: National Committee for Mental Hygiene, C. W. Beers, 370 Seventh Avenue, New York City: New York City, New York.

13-15: West Virginia State Education Association, J. H. Hickman, Charleston, West Virginia: Clarksburg, West Virginia.

15-16: Delaware State Teachers' Association, R. Shilling, Milford, Delaware: Newark, Delaware.

19-20: Illinois City Superintendents' Association, C. Bruner, Kewanee, Illinois: Urbana, Illinois.

20-22: Illinois High School Conference, Arthur W. Clevenger, 109 Administration Building, Eastern University of Illinois, Urbana, Illinois: Urbana, Illinois.

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